DOCUMENT RESUME

ED 079 431 TM 003 036

TITLE Instruments That Measure Self Concept.
INSTITUTION Chicago Board of Education, Ill.
NOTE 81p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Bibliographies; Educational Quality; *Elementary Grades; *Measurement Instruments; Program Evaluation; Psychological Tests; Rating Scales; *Self Concept; *Self Concept Tests; Urban Schools

ABSTRACT

Materials are presented that resulted from a search for a measure of self-concept to be used in the evaluation of Project R.E.A.D., a program to improve the quality of education in urban schools. Most of the instruments listed are appropriate for the elementary level. In addition to a list of the instruments, this document also contains a listing of authors, a description of instruments, and a bibliography. (CK)

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# INSTRUMENTS THAT MEASURE SELF CONCEPT

BOARD OF EDUCATION
CITY OF CHICAGO

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General Superintendent of Schools

RESEARCH and EVALUATION
DEPARTMENT of EDUCATIONAL PROGRAM PLANNING

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ED 079431

# INSTRUMENTS THAT MEASURE SELF-CONCEPT

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# INTRODUCTION

The materials presented here resulted from a search for a measure of self-concept to be used in the evaluation of Project R.E.A.D. which is a Board of Education - Chicago Teachers' Union sponsored program to improve the quality of education in three inner city schools. For this purpose we were particularly interested in instruments which measured self-concept as a learner, either as the primary measurement or as a subscale.

Because our program evaluation was concerned with elementary school, most of the instruments which follow are appropriate for that level. However, a few instruments appropriate for secondary school are included also.

| | |
|---|---|
| Adjective Check List | Gough, Harrison G., and Heilbrun, Alfred B. Jr. |
| Adjustment Inventory | Bell, Hugh G. |
| Animal Picture Q-Sort | Riley, J.E. |
| Brown-IDS - Self-Concept Referents Test | Brown, Bert |
| California Psychological Inventory | Gough, Harrison G. |
| California Test of Personality | Thorpe, Louis P., Clark, Willis W., and Teigs, Ernest W. |
| Children's Projective Pictures of Self-Concept (CPPSC) | McNamara, J. R., Poterfield, C. L., Miller, L. E., and Arnold, H. S. |
| Children's Self-Concept Index (CSCI) | Helms, D., Holthouse, N., Granger, R. L., Cicirelli, V. G. and Cooper, W. H. |
| Children's Self-Concept Scale | Oklahoma City Public Schools-Federal Program |
| Children's Self-Social Constructs Tests (CSSCT) | Long, B. H., Henderson, E. H., and Zeller, R. C. |
| Creelman, Self-Concepts Test (CSC) | Creelman, M. B. |
| Ego Strength Q-Sort Test, The | Cassel, Russel N. |
| Elementary School Index of Adjustment and Values | Bills, Robert E. |
| Faces Scale | Frymier, J. |

| | |
|---|---|
| Family Adjustment Test | Elias, George |
| Global and Specific Self-Concept Scale (Primary) | Stillwell, Lois |
| Gordon Personal Profile | Gordon, L V. |
| How I See Myself Scale | Gordon, Ira J. |
| How Much Like Me | Dysinger, Dale W.<br>American Institute for Research |
| Identity Development Rating Scale | Jones, John Goff |
| Illinois Index of Self-Derogation Form 3 | Meyerowitz, Joseph H. |
| Inference | Courson, Clifford C. |
| Inferred Self-Concept Judgment Scale | McDaniel, E. L. |
| Learner Self-Concept Test (L-SC) | Di Lorenzo, Louis T.<br>New York State Education Dept. |
| Lipsitt Self-Concept Scale for Children | Lipsitt, Lewis P. |
| M-Scales | Farquhar, William W. |
| Measurement of Self-Concept in Kindergarten Children, The | Levin, L. Y., and<br>Lafferty, J. C. |
| Perception Score Sheet | Combs, A.W. and Soper, D. |
| Personal Adjustment Inventory (1931-61) (Formerly Test of Personality Adjustment) | Rogers, Carl A. |
| Personality Inventory, The | Bernreuter, Robert G. |

| | |
|---|---|
| Pictorial Self-Concept Scale | Bolea, Angelo S., Felkar, D. W., and Barnes, M. |
| Pictorial Study of Values: Pictorial Alport-Vernon | Shooster, Charles |
| Piers-Harris Children's Self-Concept Scale (The Way I Feel About Myself) | Piers, E. V., and Harris D. |
| Preschool Self-Concept Picture Test | Woolner, R. B. |
| Punishment Situation Index (PSI) | Gaier, Eugene L. |
| Responsive Self-Concept Test | Fitz-Gibbon, A. |
| Riley Preschool Developmental Screening | Riley, C. M. D. |
| Self-Concept and Motivational Inventory (What Face Would You Wear?) | Farrah, G. A., Milchus, N. J., and Leitz, W. |
| Self-Concept as a Learner Scale-Elementary (SCAL-E) | Fisher, J. K. |
| Self-Concept Instrument-A Learner Scale | Liddle, G. P. |
| Self-Concept Interview | Fitz-Gibbon, A., and Nimnicht, G. |
| Self-Concept Inventory | Sears, Pauline S. |
| Self-Concept Sub-Scale of the Evaluation Scale (SCES) | Butler, A. L., Church, M. and Swayze, M. |

| | |
|---|---|
| Self-Esteem Inventory (SEI) | Coopersmith, Stanley |
| Self-Other Orientation Tasks | Ziller, Robert C., Long, Barbara H. and Henderson, Edmund |
| Soares and Soares Inventory Scale | Soares, Anthony, and Soares, Louise M. |
| Survey of Interpersonal Values | Gordon, Leonard V. |
| Survey of Personal Values | Gordon, Leonard V. |
| Tennessee Self-Concept Scale | Fitts, William H. |
| Thomas Self-Concept Test | Thomas, W. L. |
| Thorndike Dimensions of Temperament | Thorndike, Robert A. |
| Thurstone Temperment Schedule | Thurstone, L. L., and Thurstone, Thelma Gwinn |
| What I Am Like | Cincinnati Public Schools Div. Psychological Services and Div. of Program Development |
| When Do I Smile? | Dysinger, Dale W. American Institutes for Research |

# AUTHORS AND THEIR INSTRUMENTS

| | |
|---|---|
| Arnold, H. S. | Children's Projective Pictures of Self-Concept (CPPSG) |
| Barnes, M. | Pictorial Self-Concept Scale |
| Bell, Hugh G. | Adjustment Inventory |
| Bernreuter, Robert G. | Personality Inventory, The |
| Bills, Robert E. | Elementary School Index of Adjustment and Values |
| Bolea, Angelo S. | Pictorial Self-Concept Scale |
| Brown, Bert | Brown-IDS - Self-Concept Referents Test |
| Butler, A. L. | Self-Concept Sub-Scale of the Evaluation Scale (SCES) |
| Cassel, Russel N. | Ego Strength Q-Sort Test, The |
| Church, M. | Self-Concept Sub-Scale of the Evaluation Scale (SCES) |
| Cicirelli, V. G. | Children's Self-Concept Index (CSCI) |
| Cincinnati Public Schools Div. Psychological Services and Div. of Program Development | What I Am Like |
| Clark, Willis W. | California Test of Personality |
| Combs, A. W. | Perception Score Sheet |

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|---|---|
| Cooper, W. H. | Children's Self-Concept Index (CSCI) |
| Coopersmith, Stanley | Self-Esteem Inventory (SEI) |
| Courson, Clifford C. | Inference |
| Creelman, M. B. | Creelman, Self-Concepts Test (CSC) |
| DiLorenzo, Louis T. | Learner Self-Concept Test (L-SC) |
| Dysinger, Dale W. | How Much Like Me?<br>When Do I Smile? |
| Elias, George | Family Adjustment Test |
| Farquhar, William W. | M-Scales |
| Farrah, G. A. | Self-Concept and Motivational Inventory (What Face Would You Wear?) |
| Felker, D. W. | Pictorial Self-Concept Scale |
| Fisher, J. K. | Self-Concept as a Learner Scale-Elementary (SCAL-E) |
| Fitts, William H. | Tennessee Self-Concept Scale |
| Fitz-Gibbon, A. | Responsive Self-Concept Test<br>Self-Concept Interview |
| Frymier, J. | Faces Scale |
| Gaier, Eugene L. | Punishment Situation Index (PSI) |
| Gordon, Ira J. | How I See Myself Scale |
| Gordon, L. V. | Gordon Personal Profile<br>Survey of Interpersonal Values<br>Survey of Personal Values |

| | |
|---|---|
| Gough, Harrison G. | Adjective Check List<br>California Psychological Inventory |
| Granger, R. | Children's Self-Concept Index (CSCI) |
| Harris D. | Piers-Harris Children's Self-Concept Scale (The Way I Feel About Myself) |
| Heilbrun, Alfred B. Jr. | Adjective Check List |
| Helms, D. | Children's Self-Concept Index (CSCI) |
| Henderson, E. H. | Children's Self-Social Constructs Tests (CSSCT)<br>Self-Other Orientation Tasks |
| Holthouse, N. | Children's Self-Concept Index (CSCI) |
| Jones, John Goff | Identity Development Rating Scale |
| Lafferty, J. C. | Measurement of Self-Concept in Kindergarten Children, The |
| Leitz, W. | Self-Concept and Motivational Inventory (What Face Would You Wear?) |
| Levin, L. Y. | Measurement of Self-Concept in Kindergarten Children, The |
| Liddle, G. P. | Self-Concept Instrument A-Learner Scale |
| Lipsitt, Lewis P. | Lipsitt Self-Concept Scale for Children |
| Long, B. H. | Children's Self-Social Constructs Tests (CSSCT)<br>Self-Other Orientation Tasks |

| | |
|---|---|
| McDaniel, E. L. | Inferred Self-Concept Judgment Scale |
| McNamara, J. R. | Children's Projective Pictures of Self-Concept (CPPSG) |
| Meyerowitz, Joseph H. | Illinois Index of Self-Derogation Form 3 |
| Milchus, N. J. | Self-Concept and Motivational Inventory (What Face Would You Wear?) |
| Miller, L. E. | Children's Projective Pictures of Self-Concept (CPPSG) |
| Nimnicht, G. | Self-Concept Interview |
| Oklahoma City Public Schools Federal Program | Children's Self-Concept Scale |
| Piers, E. W. | Piers-Harris Children's Self-Concept Scale (The Way I Feel About Myself) |
| Poterfield, C. L. | Children's Projective Pictures of Self-Concept (CPPSG) |
| Riley, C. M. D. | Riley Preschool Development Screening |
| Riley, J. E. | Animal Picture Q-Sort |
| Rogers, Carl A. | Personal Adjustment Inventory (1931-61) (Formerly Test of Personality Adjustment) |
| Sears, Pauline S. | Self-Concept Inventory |
| Shooster, Charles | Pictorial Study of Values: Pictorial Alport-Vernon |
| Soares, Anthony | Soares and Soares Inventory Scale |
| Soares, Louise M. | Soares and Soares Inventory Scale |

| | |
|---|---|
| Soper, D. | Perception Score Sheet |
| Stillwell, Lois | Global and Specific Self-Concept Scale (Primary) |
| Swayze, M. | Self-Concept Sub-Scale of the Evaluation Scale (SCES) |
| Teigs, Ernest W. | California Test of Personality |
| Thomas, W. L. | Thomas Self-Concept Test |
| Thorndike, Robert A. | Thorndike Dimensions of Temperament |
| Thorpe, Louis P. | California Test of Personality |
| Thurstone, L. L. | Thurstone Temperment Schedule |
| Thurstone, Thelma Gwinn | Thurstone Temperment Schedule |
| Woolner, R. B. | Preschool Self-Concept Picture Test |
| Ziller, Robert C. | Children's Self-Social Constructs Tests (CSSCT)<br>Self-Other Orientation Tasks |

Title: Adjective Check List 1950-1969

Author: Gough, Harrison G., and Heilbrun, Alfred B. Jr.

From: Consulting Psychologists Press, Inc. 577 College Ave.
Palo Alto, California 94306

Cost:

Scoring: Hand score or machine scorable.

Description: A check list of 300 adjectives is provided to elicit self-evaluation. Twenty four categories with definitions for interpretation of the data are provided.

Purports to: Provide an opportunity for self-evaluation to assess self-concept.

Administration of test: Individual or group.

Age, grade, or level: 9-16 and adult

Forms available:

Materials necessary: Paper and pencil

Reliability: Range of test-retest reliability coefficients six months later was +.01 to +.86, with a mean of +.54 and a standard deviation of .19.

Validity: Manual provides psychometric data and comparisons with other instruments.

Norms available:
100 adult males; 56 college males and 23 college females.

Strengths and weaknesses: Can be used for observing and rating purposes, and self-vs. ideal-self studies, as well as self-evaluation purposes.

Uses: For research only.

Mentioned in:

Title: The Adjustment Inventory

Author: Bell, Hugh C.

From: Consulting Psychologists Press, Inc. 577 College Avenue

Palo Alto, California 94306

Cost: $1.25 per manual; $3.25 per 50 answer sheets; $3.75 per 50 IBM answer sheets; $2.00 per set of stencils. Specimen sets not available.

Scoring: Hand or machine

Description:

Purports to: Home, health, submissiveness, emotionality, hostility, and masculinity.

Administration of test:

Age, grade, or level: Grades 9 - 16, adults.

Forms available: One form, 2 levels: Revised Student Form, Research Edition; (1962) Adult (1939).

Materials necessary:

Reliability:

Validity:

Norms available:

Strengths and weaknesses:

Uses:

Mentioned in:

Winthrop, Henry. "Self-Images of Personal Adjustment vs. the Estimates of Friends." Journal of Social Psychology, August, 1959, 50:87-99 (PA 35:3516).

Lockwood, Doris H., and Guerney, Bernard, Jr., "Identification and Empathy in Relation to Self-dissatisfaction and Adjustment." Journal of Abnormal and Social Psychology, November, 1962, 65: 343-347.

Title: Animal Picture Q-Sort

Author: Riley, J.E.

From: Calvin Jenssen, College of Education, Texas Woman's University, Denton, Texas 76204

Cost:

Scoring:

Description: The child sorts 36 animal pictures into a 7 category normal distribution ranging from "Like Me" to "Unlike Me."

Purports to: Measure adequacy in sex role in children.

Administration of test: Individually administrated. Untimed. Some experience required to administer test.

Age, grade, or level:

Forms available:

Materials necessary: Animal pictures.

Reliability:

Validity:

Norms available:

Strengths and weaknesses:

Even category distribution range of "Like me" to Unlike me."

No psychometric data available.

Uses:

Mentioned in:

Title: Brown - IDS - Self-Concept Referents Test

Author: Brown, B.

From: Institute for Developmental Studies, New York University, Washington Square, New York, N.Y. 10003

Cost:

Scoring:

Description: Polaroid picture of child is taken. He is asked questions about the picture using referents of the child as he sees himself, as he sees his mother seeing him, his teacher seeing him, and his peers seeing him.

Purports to: Measure self-concept in preschool and kindergarten children.

Administration of test: Individually administered and untimed. Testing over 2 days recommended for younger children. Experience necessary.

Age, grade, or level: Preschool and kindergarten.

Forms available:

Materials necessary: A Polaroid picture is taken and utilized.

Reliability: Test - retest reliability (for 38 black and 36 white four year olds) was .71 & .76 after three weeks for the "Self as Subject".

Validity:

Norms available: 38 black & 36 white four year olds.

Strengths and weaknesses: Score differences between children of different socio-economic strata have been noted.

Uses:

Mentioned in:

Brown, Bert R. The Assessment of Self-Concept Among Four Year Old Negro and White Children: A Comparative Study Using the Brown-IDS Self-Concept Referents Test. April, 1966, 40 p. (ED 034808; MF available from EDRS). This MF on file in 619.

Title: California Psychological Inventory

Author: Gough, Harrison G.

From: Consulting Psychologists Press, Inc., 577 College Avenue,

Palo Alto, California 94306

Cost: $1.00 per specimen set (includes abstract of manual); $4.50 set of hand scoring stencils; $6.00 per set IBM scoring stencils; $3.25 per 50 NCS answer sheets; $9.25 per counselors kit of 5 tests; $6.25 per 25 tests.

Scoring: Hand, IBM, or NCS

Description: Subject responds "True" or "False" to 480 statements.

Purports to: Assess normal persons in a variety of settings. Dominance (Do), capacity for status (Ca), sociability (Sy) social presence (Sp), self-acceptance (Sa), sense of well being (Wb), responsibility (Re) socialization (So), self-control (Sc), tolerance (To), good impression (Gi), communality (Cm), achievement via conformance (Ac), achievement via independence (Ai), intellectual efficiency (Ie), psychological mindedness (Py), flexibility (Fx), and feminity (Fe).

Administration of test: Self-administered.

Age, grade, or level: Ages 13 and over.

Forms available: One form.

Materials necessary: Paper and pencil.

Reliability: Test-retest one year later yielded median correlation of .65 for males and .68 for females.

Validity: See attached review.

Norms available: 6,000 males and 7,000 females. Not a random sample, but from a wide range of ages, economic groups, and geographical areas. Manual includes data for high school.

Strengths and weaknesses: Psychometric data available for high school. Extensive evidence for validity. Measures wide range of traits. Assesses normal person in a variety of settings.

Uses:

Mentioned in:

Kelly, E. Lowell, in MMY, p. 169. "...the CPI in this reviewer's opinion is one of the best, if not the best, available instruments of its kind. It was developed on the basis of empirical studies and the evidence for the validity of its several scales is extensive. The manual is one of the most complete and...reports intercorrelations of CPI scores." Additional reviews by Lee J. Cronbach and Robert L. Thorndile in 5:37 (1 excerpt).

Title: California Test of Personality 1953 Revision Form AA (Grade 4-8).

Author: Thorpe, Louis P., Clark, Willis W. and Teigs, Ernest W.

From: California Test Bureau. Del Monte Research Park, Monterey, California 93940.

Cost: $3.50 per 35 tests; IBM answer sheets 5¢ each; Scoreze answer sheets 9¢ each; 20¢ per hand scoring stencil; 75¢ per machine scoring stencil.

Scoring: IBM for grades 4 and over.

Description: Test consists of 144 questions to be answered "yes" or "no" in each of the tested areas.

Purports to: Measure Personal Adjustment (self-reliance, personal worth, personal freedom, belonging, freedom from withdrawal and freedom from nervous symptoms) and Social Adjustments (social standing, social skills, freedom from anti-social tendencies, family relations, school relations, and community relations). In addition yields a total adjustment score.

Administration of test:

Group

Age, grade, or level: (K-3) (4-8) (7-10) (9-16)

Forms available: Primary Elementary Intermediate Secondary Adult

Materials necessary: Paper and pencil.

Reliability: Manual states reliability on each item ranging from .59 to .94, computed with Kuder-Richardson formula.

Validity: See manual.

Norms available: 4,562 pupils in grades 4 to 8 in schools in Nebraska, New Jersey, New York, Ohio, Massachusetts, and California.

Strengths and weaknesses: Measures personal adjustment and social adjustments. Test date from 1939-1942 with revisions in 1953.

Uses:

Mentioned in:

Oscar K. Buros, References to reviews in The Sixth Mental Measurement Yearbook Highland Park, N.J.: Gryphon Press, 1964, pp 175-176.

Sewell, W.H., and Haller, A.O. "Social Status and Personality Adjustment of the Child," Sociometry June, 1956, 19: 114-121. See p. 116.

**Title:** Children's Projective Pictures of Self-Concept (CPPSC)

**Author:** McNamara, J.R., Poterfield, C.L., Miller, L.E., & Arnold, H.S.

**From:** Charles L. Poterfield, Head Start Program, Dade County Public Schools, Lindsey Hopkins Building, 1410 N.E. 2nd Avenue, Miami, Florida 33132.

**Cost:**

**Scoring:**

**Description:** Subject is presented with ten plates depicting interaction with adults or peers, sometimes accompanied with a description of the action. Subject is to state which child is acting as he would.

**Purports to:** Measure general development of self-concept in preschool and kindergarten children.

**Administration of test:** Individual. Untimed. Experience required to administer it. Sometimes administrator describes action, other times it is just presented.

**Age, grade, or level:** Preschool & Kindergarten.

**Forms available:** Male & female.

**Materials necessary:** Ten plates depicting children interacting with adults or peers.

**Reliability:** Test-retest (Pearson) r = .61 after 2 days.

**Validity:** Pearson product - moment correlation of .45 obtained with modified version of Illinois Index of Self-Derogation.

**Norms available:** 28 6 yr. olds.

**Strengths and weaknesses:**

Shows interaction with adults as well as peers.
Male-female forms

Experienced raters necessary.

**Uses:**

Illinois Index of Self-Derogation - Form 3 used for product-moment correlation.

**Mentioned in:**

Title: Children's Self-Concept Index (CSCI)

Author: Helms, D., Holthouse, N., Granger, R.L., Cicirelli, V.G., & Cooper, W.H.

From: Westinghouse Learning Corporation, 100 Park Avenue, New York, N.Y. (c.1968).

Cost:

Scoring:

Description: Consists of 26 stick figures with corresponding statements, one favorable and one unfavorable. Child selects the figure statement most like himself.

Purports to: Measure peer acceptance at home and in school.

Administration of test: Training unnecessary. Group administered. Untimed.

Age, grade, or level: 1-3rd grades

Forms available:

Materials necessary:

Reliability: Internal consistency coefficient = .30. Test - retest reliability after 2 weeks = .66.

Validity: Rank order correlation of scores with teacher's ratings of the child's self-concept was .41, .60, .20, and .40 for four classrooms.

Norms available: 100 second grade students. 4 classrooms used for rank order correlation. Standardization data from 1,900 disadvantaged children in first, second & third grades from 9 geographic areas is available.

Strengths and weaknesses:

1. Standardization data is available from nine geographic areas.
2. Measures peer acceptance at home and school.

Uses: Modeled after Illinois Index of Self-Derogation-Form 3

Mentioned in:

Title: Children's Self-Concept Scale

Author: Oklahoma City, Oklahoma - Federal Program

From: Oklahoma City Public Schools, Oklahoma City, Oklahoma

Cost:

Scoring: Not stated. Appears to be hand scorable.

Description: Subject responds to 100 simple declarative descriptive statements with Likert-type choices. Simple vocabulary for reading. Can be used with younger students by reading the statements aloud.

Purports to: Measure self-concept. Sample statements appear to be global.

Administration of test: Group administered. No statement as to time required; appears to be untimed.

Age, grade, or level: Age not stated in description, however could be used with seven or eight year olds by reading questions aloud.

Forms available: Information on only one form.

Materials necessary: Paper and pencil.

Reliability: No psychometric data available.

Validity: No psychometric data available.

Norms available: No data available.

Strengths and weaknesses: Simple vocabulary. Declarative statements used. Could be administred to younger children by reading questions aloud.

Uses:

Mentioned in: NEA, p. 153.

Title: Children's Self-Social Constructs Tests (CSSCT)

Author: Long, B.H., Henderson, E.H., & Ziller, R.C.

From: Edmund H. Henderson, The Reading Study Center, College of Education, University of Delaware, Newark, Delaware 19711 (c.1967)

Cost:

Scoring:

Description: Test consists of circles & arrays of other figures. Child cuts, pastes, or draws a circle to represent himself or some other person among those present. Inferences are drawn from the child's conception of himself & the arrangements

Purports to: Measure social self-concept.

Administration of test: Primary form is group administered & paced (20-45 min). Experience required.

Age, grade, or level: Preschool through adolescence.

Forms available: Preschool, primary, & adolescent. Primary form also measures complexity.

Materials necessary: The array of circles, figures & other representations.

Reliability: Manual purportedly contains this data.

Validity: Manual purportedly contains this data.

Norms available:

Strengths and weaknesses:

Measures social self-concept via self-esteem, social interest, identification, minority identification, realism to size, and preference for others. (Primary also measures complexity.) Three forms available. (Preschool, primary, & adolescent.)

Uses:

Mentioned in:

Title: Creelman Self-Concepts Test (CSC)

Author: Creelman, M.B.

From: Marjorie B. Creelman, College of Arts and Sciences, Cleveland State University, Cleveland, Ohio 44115 (C.1954)

Cost:

Scoring:

Description:

Purports to: Measure self-esteem and social or moral standards.

Administration of test: May be administered individually or in groups. Paced, but untimed. Requires 2 to 2½ hours on three different occasions. Experience necessary.

Age, grade, or level: Preschool through sixth grade.

Forms available:

Materials necessary: Twenty four plates each containing 8 drawings.

Reliability:

Validity:

Norms available: Test manual available. Psychometric data not available.

Strengths and weaknesses:

No psychometric data available.

Uses:

Mentioned in:

Title: The Ego Strength Q-Sort Test

Author: Cassel, Russel N.

From: Psychometric Affiliates

Cost: $9.00 per examiner's kit of 25 tests, 2 item sheets, manual.

Scoring: Q-Sort type.

Description: This test contains 60 statements which the subject is asked to Q-sort into 11 categories of specified frequency, the presumed relevence of each statement pertaining to "happiness".

Purports to: Measure ego-status, social status, goal setting and striving, good mental health, physical status, and yields a total score.

Administration of test: Individually. Training not mentioned, but would seem necessary for interpretation.

Age, grade, or level: Grades 9-16 and adults.

Forms available: One form.

Materials necessary: Q-sort cards.

Reliability: No reliability of either individual or total scores is evidenced.

Validity: Construct validity and predictive validity "allegedly demonstrated." See below.

Norms available: Federal reformatory prisoners (N=200): "delinquent and wayward girls" (N=100); typical secondary male youth (N=200); typical secondary female young (N=100); chaplins (N=31); or research psychologist (N-25).

Strengths and weaknesses: No evidence of the reliability of the test offered in manual.

Uses:

Mentioned in:

Edwards, Allen L. in The Sixth Mental Measurements Yearbook Highland Park, New Jersey: The Gryphon Press, 1965, p. 208. "The manual contains no references to any published research with the ESQT. This reviewer can find nothing in the manual which would lead to his recommendation of the test's use as a measure of ego strength."

Gough, Harrison G., in Buros, ibid., p. 209 "... as it stands, this instrument is not ready for publication and commercial release."

Cassel, Russel N. "Comparing the Effectiveness of the Ego-Strength Q-Sort Test by Use of R- and Q- Methodologies." Journal Genetic Psychology, June, 1959, 94: 161:168.

Title: Elementary School Index of Adjustment and Values

Author: Bills, Robert E.

From: Robert E. Bills, Dean, College of Education, University of Alabama, University, Alabama.

Cost: $1.50 for 90 page mimeographed summary of reports on relevant data.

Scoring:

Description: The student rates 19 descriptive statements describing traits about himself and others; the responses are: "yes", "no"and sometimes, or yes, no, and don't care. Yes, no, and sometimes or yes, no, and don't care are the choices for each of the nineteen descriptive statements.

Purports to:
Measure personality and self-concept.

Administration of test:
Test is read aloud; group administered.

Age, grade, or level: Third, fourth, and fifth grades.

Forms available:

Materials necessary: Paper and pencil.

Reliability: Corrected split-half reliability of the "self form" are "self" scales .48, "Ideal" Self scale = .69, and "Others" scale = .72.

Validity:

Norms available:
n = 80. No additional information available.

Strengths and weaknesses: Changes in self-concept can be determined by changes in the "Self" scale scores. "Because of the low split-half reliabilities, the author recommends caution in applying any of the indexes (SIC) as individual measures. "See Johnson and Bommarito below.

Uses:

Mentioned in: Bills, Robert E. et al. "An Index of Adjustment and Values", Journal of Consulting Psychology, 1951, 15: 257-261.
Johnson, Orval G. and Bommarito, James W. Tests and Measurements In Child Development: A Handbook. San Francisco: Joseey - Bass Inc., 1971, p. 310.

Title: Faces Scale

Author: Frymier, J.

From: Jack Frymier, School of Education, Ohio State University, Columbus, Ohio 43210

Cost:

Scoring:

Description: The child is asked to check the face, sad or happy, which best describes his feelings about a given situation.

Purports to: Assess self-concept with regard to school, social relationships, physical development, home life, and situations.

Administration of test: Group administered. Paced. No training necessary.

Age, grade, or level: 1st through 3rd grades.

Forms available: A and B.

Materials necessary: Paper and Pencil.

Reliability: Not yet available.

Validity: Not yet available.

Norms available: Not yet available.

Strengths and weaknesses:

Self concept with regard to school. social relationships, physical development, home life, and as situations.

Psychometric data not available.

Uses:

Mentioned In: NEA, p. 147.

**Title:** Family Adjustment Test

**Author:** Elias, George

**From:** Psychometric Affiliates, 1743 Monterey, Chicago, Ill. 60643

**Cost:** $4.00 per 25 tests; $1.00 per specimen set (must be purchased to obtain manual and key. Cash orders postpaid).

**Scoring:**

**Description:** Subject is asked to respond to 114 statements through giving "opinions only about the general family life that existed in your neighborhood when you were a child."

**Purports to:** Measure feelings of homeyness - homelessness on the basis of 11 scores: attitudes toward mother, father, father-mother quotient, oedipal, struggle for independence, parent-child friction - harmony, interparental friction- harmony, family inferiority-superiority rejection of child, parental qualities, and total.

**Administration of test:** 35-45 minutes. Self-administered to individuals or group.

**Age, grade, or level:** Ages 12 and over.

**Forms available:** One form.

**Materials necessary:** Paper and pencil.

**Reliability:** None available.

**Validity:** Virtually no overlap between scores of "homey" and "homeless" subjects. See Ellis below.

**Norms available:** Residents of New York City and towns, cities, and farms of Arkansas. Groups include whites, blacks, Indians, and Orientals, Catholic, Hebrew, Mohammedan, and Protestant.

**Strengths and weaknesses:**

Bright children may see through the projective device.
Experimental purposes.

**Uses:**

**Mentioned In:** Ellis, Albert. (Review in MMY, 1959, p. 123) "Although group validity is impressively high, the manual contains no validity figures for the subtests."

Title: Global and Specific Self-Concept Scale (Primary)

Author: Stillwell, L.

From: Lois Stillwell, Office of Child Study & Guidance, Akron Public Schools, 70 North Broadway, Akron, Ohio 44308.

Cost:

Scoring: Based on comparison.

Description: Test items are semantic differentials with points along the continuum verbally rather than numerically described.

Purports to: Measure self-concept and self-role in children.

Administration of test: Examiner - or self-administered in a group. Paced. No training necessary to administer.

Age, grade, or level: 1st - 3rd grades.

Forms available: Primary and secondary.

Materials necessary:

Reliability: .55 to .90 for girls and .63 to .85 for boys.

Validity: It appears that construct validity is adequate.

Norms available: No normative details stated, but may be available from author.

Strengths and weaknesses:

Psychometric data not available for this form.

Uses:

Mentioned in: NEA, p. 156 - 157

Title: Gordon Personal Profile

Author: Gordon, L.V.

From: Harcourt, Brace & Jovanovitch, Inc.
7555 Caldwell Avenue, Chicago, Illinois 60648

Cost: $5.90 pkg/35 booklet edition; IBM805 Answer Sheet Edition $4.90 pkg/35; IBM keys 3.20 set/4.

Scoring: Hand or machine.

Description: Student chooses the most-liked and least-liked trait from each of 18 tetrads. Forced choice from 2 equally desirable & 2 unequally desirable traits.

Purports to: Measure from aspects of personality: ascendancy, responsibility, emotional stability, and sociability.

Administration of test: Self administered and examiner administered to groups. No timing necessary. Profile must be administered before the Inventory. Both run 15-30 minutes.

Age, grade, or level: High school or adult.

Forms available:

Materials necessary: Paper and pencil.

Reliability: Split-half reliability coefficients on each trait ranged from .68 to .83.

Validity:

Norms available: Grade 9-12; N=235 boys and girls and N=159 boys and girls. Also college students and other groups beyond high school.

Strengths and weaknesses:

Forced choice. Each tetrad has two equally desirable and undesirable traits.

Psychometric data also includes comparison with Edwards PPS, Survey of Interpersonal Values, and California Psychological Inventory, and Strong.

Uses: See Buros, Oscar. Personality Tests and Reviews, Gryphon Press, 1970. Cf. Review by Benno G. Fricke, p. 748 and John A. Radcliffe, p. 750. Fricke does not recommend this for use with group, and state that adequate validity has not been established. Radcliffe, on the other hand feels the reliability is encouraging, and the validity date above average.

Mentioned in:

Title: How I See Myself Scale

Author: Gordon, I.J.

From: Ira J. Gordon, Director, Institute for Development of Natural Resources, College of Education, Univ. of Florida, Gainesville, Fla. 32601

Cost: Manual available for $1.00

Scoring: No data available.

Description: Child responds to bipolar statement on a scale from 1-5.

Purports to: Measure self-concept with regard to body, peers, teachers, school and emotional control.

Administration of test: Self-administered. Untimed. No training necessary.

Age, grade, or level: Third through sixth; and secondary.

Forms available:

Materials necessary: Paper & pencil.

Reliability: Test-retest r = .78 for total score

Validity: No data available.

Norms available: Grades 3-12 by sex, race, & social class. 34 third graders.

Strengths and weaknesses:

Assumes that self-concept is not a unitary trait, but has a factor structure. Body, peers, teachers, school, & emotional control (last on the elementary form) aspects of self-concept.

Norms available for grades 3-12.

Uses:

Mentioned in:

**Title:** How Much Like Me?

**Author:** American Institutes for Research (AIR)

**From:** Dale W. Dysinger, American Institute for Research, 135 North Bellefield Avenue, Pittsburg, Penn. 15213

**Cost:**

**Scoring:**

**Description:** Child reads a concept and then rates, on a five point scale, how much it is like him.

**Purports to:** Measure self-concept in children.

**Administration of test:** Untimed. Self-administered, used in groups. No training necessary.

**Age, grade, or level:** Third through fifth grades.

**Forms available:**

**Materials necessary:** Paper and pencil.

**Reliability:** No data provided.

**Validity:** No data provided.

**Norms available:** No data provided.

**Strengths and weaknesses:**

**Weakness:** Psychometric data not yet available.

**Uses:**

**Mentioned In:**

Title: Identity Development Rating Scale

Author: Jones, John Goff

From: John Goff Jones, University of Texas Counseling Center,

Cost:

Scoring: Hand Scored.

Description: Subjects respond to the question "Who Am I?" The logic, order, or importance of the statements of response are not important. Five blanks are provided for the responses. The Identity Rating Scale is used to rate the responses according to a five-point scale based on Eric Erickson's theory. The range on the continuum is from diffuse and confused to well-developed.

Purports to: Ascertain the degree of identity development achieved by the subject to date.

Administration of test: Group or individual. Self-administered.

Age, grade or level: Junior and senior High school students.

Forms available: One

Materials necessary: Paper and pencil for administration. Identity Development Rating Scale for interpretation.

Reliability: Inter-rater reliability coefficients = males (N=167) were .87 and for females (N=150) were .76.

Validity: No psychometric data available.

Norms available: Males = 167 and females = 150, junior and senior high school students.

Strengths and Weaknesses: Simple form for students' responses does not depend on written expression skills. Based on Eric Erickson's theory of identity.

Uses:

Mentioned In: NEA p. 151.

**Title:** Illinois Index of Self-Derogation - Form 3

**Author:** Meyerowitz, J.H.

**From:** Joseph H. Meyerowitz, Baylor College of Medicine, Texas Medical Center, Houston, Texas 77025

**Cost:**

**Scoring:**

**Description:** The child is asked to pick the pair of stick figures which is most like himself. One of the pairs is described in socially acceptable terms & the other in undesirable terms.

**Purports to:** Measure self-esteem in 1st & 2nd grades children.

**Administration of test:** Untimed, examiner-administered to small groups, some experience required to administer.

**Age, grade, or level:** 1st & 2nd grade.

**Forms available:**

**Materials necessary:** The stick figure pairs.

**Reliability:** A Pearson product - moment correlation of .45 (N=38) was obtained with Children's Projective Pictures of Self-Concept.

**Validity:**

**Norms available:**

**Strengths and weaknesses:**

Experience required to administer test.
Psychometric data not readily available.

**Uses:**

The Children's Self-Concept Index is modeled after this. (See also.)

The Children's Projective Pictures of Self-Concept used this form for its correlation.

Title: Inference

Author: Courson, Clifford C.

From: Clifford C. Dourson, Brevard Junior College; C
Cocoa, Florida - 32922

Cost:

Scoring: Hand scored.

Description: Each student writes two essays, one eititled "A Teenager's Advice to the World" and a second in response to one of three TAT selections. Identifying data was omitted by typists in transcribing the essays.

This method relies on using inference as research data in the behavioral sciences, especially the area of self-concept as being essential to an adequate personality.

A Perceptual Factors Rating Scale quantified the inferences made by raters for each subject in each of the four areas considered essential to an adequate personality.

Purports to: Measure four factors which, according to Combs, underlie the adequate personality: an essentially positive view of self, a feeling of wide indentification with others, an openness to experience, and a summation of the preceeding three factors.

Administration of test: Essay assignments written during a regular 50 minute class period.

Age, grade, or level: High school.

Forms available: One.

Materials necessary: Paper and pencil. Typist necessary to omit identifying data before ratings are made.

Reliability: "Inter-rater and intra-rater reliabilities were found satistically significant, and the author concluded that inference is a promising tool for gathering research data, especially on self-concept."

Validity: No psychometric data available except preceeding quote.

Norms available: 64 senior high school students.

Strengths and weaknesses: Clerical assistance necessary as well as trained raters. Relies on inference to arrive at self-concept; however, authors claim that it is a "promising tool for gathering research data" for self-concept.

Mentioned in: Educational and Psychological Measurement 1965, 25, 1029-1037.

NEA p. 144.

Title: Inferred Self-Concept Judgment Scale

Author: McDaniel, E.L.

From:

Cost:

Scoring:

Description: An inferred measure of self-concepts in children from preschool through 3rd grade. Likert-type scales. Raters are asked to judge the student's view of himself.

Purports to: Measure self-concept as inferred by trained raters.

Administration of test: Experienced raters necessary. Untimed. No data available as to group or individual.

Age, grade, or level: Preschool through 3rd.

Forms available:

Materials necessary: Raters. Paper & pencil.

Reliability: No psychometric data has been provided.

Validity: None provided.

Norms available: None provided. McDaniel, see below, refers to Mexican-American, Negro, and white students in the study.

Strengths and weaknesses:

Experienced raters necessary. Results obtained through inference.

Uses: McDaniel, Elizabeth Logan. Final Report on Head Start Evaluation and Research - 1966-67 to the Institute for Educational Development. Section VIII, Relationships Between Self-Concept and Specific Variables in a Low Income Culturally Different Population. August, 1967, 163 p.(ED019124. MF and H.C. available from EDRS).

**Title:** Learner Self-Concept Test (L-SC)

**Author:** New York State Education Department

**From:** Louis T. DiLorenzo, University of the State of New York. The State Education Department, Office of Research and Evaluation, Albany, N.Y.

**Cost:**

**Scoring:**

**Description:** Drawings depicting classroom situations are shown; the child is asked which child in the situation is most like him.

**Purports to:** Measure self-concept as a learner in regard to teachers, peers, & classroom materials.

**Administration of test:** Individually administered. Untimed. Some experience required to administer.

**Age, grade, or level:** Preschool children.

**Forms available:** Four: white male, nonwhite male, white female, & nonwhite female.

**Materials necessary:** The drawings depicting the situations.

**Reliability:**

**Validity:** Rank order correlations of .20 (N=294) & .9 (N=297) with teacher ratings of self-concept.

**Norms available:** N=294 and N=297

**Strengths and weaknesses:**

4 forms available. No reliability data available.

**Uses:**

**Mentioned in:**

Title: Lipsitt Self-Concept Scale for Children.

Author: Lipsitt, Lewis P.

From: Walter S. Hunter Laboratory of Psychology, Brown University, Providence, Rhode Island 02912

Cost:

Scoring:

Description: Twenty-two trait descriptive adjectives, are prefaced by "I am..." and followed by a 5 point scale. Nineteen adjectives are positive while three (lazy, jealous, and bashful) are negative.

Purports to: Measure self-concept and ideal-self.

Administration of test: Scores on self-concept are summed. The discrepancy score is obtained by subtracting the total self-concept from total ideal-self score.

Age, grade, or level: Fourth, fifth, and sixth grade.

Forms available:

Materials necessary: Paper and pencil.

Reliability: Test-retest two weeks later ranged from .73 to .91 for self-concept scale and .57 and .72 for the discrepancy score. All correlation coefficients reached statistical significance beyond the .001 level in the scale. Four of the six correlations for distribution were significant at the .001 level and two at the .01 level.

Validity: The self-concept measure was significantly correlated with performance on the Children's Manifest Anxiety Scale; comparable correlations for the discrepancy scores were somewhat less and in some cases not reliable.

Norms available: 47 fourth grade boys and 62 girls; 50 fifth grade boys and 61 girls; 41 sixth grade boys and 37 girls.

Strengths and weaknesses:

Uses:

Mentioned in:

Lipsitt, Lewis P. A Self-Concept Scale for Children and Its Relationship to the Children's Forms of the Manifest Anxiety Scale, Child Development 1958, 29: 463:462.

Johnson, Orval G., and Bommarito, James W. Tests and Measurements in Child Developments: A Handbook. San Francisco: Jossey-Bass 1971, p. 312.

Title: M-Scales

Author: Farquhar, William W.

From: William W. Farquhar, 439 Erickson Hall, Michigan State University, East Lansing, Michigan 48823

Cost:

Scoring: Hand scoring

Description: This is a self-rating scale to assess attitudes concerning academic motivation, personality traits, and reflected self-concept. Each item has a weight of 0-1, with 1 having a higher value.

Purports to: Assess student's attitudes with regard to academic tasks, reflected self-concept, and selected personality traits. Seven factors are identified as components of academic motivation. Also purports to identify students with low motivation, and identify descriptive differences between Negro, Indian, parochial and Jewish students.

Administration of test: Group-administered.

Age, grade, or level:

Forms available: Hebrew translation available, Spanish translation in process.

Materials necessary: Paper and pencil

Reliability:

| | Males | Females |
|---|---|---|
| subscales to total scales = | .68 to .92 | .60 to 93 |
| correlation with grades = | .56 for 254 n | .40 for 261 n |
| cross validation estimates= | .49 | .48 |
| subscale correlations ranges= | .32 to .51 | .27 to 42 |

Validity: Cross validation estimates - .49 for males and .49 for females.

Norms available: Negro, Indian, parochial, and Jewish students. 254 males and 261 females.

Strengths and weaknesses: Gives an indication of high and low academic motivation. Norms available for Negro, Indian, and Jewish students. Identifies seven factors as components of academic motivation. Hebrew and Spanish translations.
This is a research instrument.

Mentioned in: NEA, p. 120

Title: The Measurement of Self-Concept in Kindergarten Children

Author: Levin, L.Y., & Lafferty, J.C.

From: Research Concepts, 36176 Parkdale, Livonia, Michigan 48150 (c.1967).

Cost:

Scoring:

Description: Child is asked to draw a picture spontaneously based on 8 non-self & 8 self-concept topics for 16 administrations. Some are drawn after a structured introduction; others are not.

Purports to: Measure self-concept & non-self-concept.

Administration of test: Examiner-administered to group. Untimed. Experience necessary to administer.

Age, grade, or level: Kindergarten children

Forms available:

Materials necessary: Crayons and construction paper.

Reliability: Manual purportedly contains a discussion of reliability.

Validity: Manual purportedly contains validity studies done to date.

Norms available: Test manual available. Includes frequency distribution, information on validity, a discussion on reliability.

Strengths and weaknesses:

Sixteen separate administrations each one week apart.

Uses:

Mentioned in:

Title: Perception Score Sheet

Author: Combs, A.W. & Soper, D.W.

From: Arthur W. Combs, University of Florida, Gainesville, Florida 32601

Cost:

Scoring:

Description: An observer infers a child's self-concept on the basis of unobtrusive observations, interviews, & projective tests.

Purports to: Measure general self-concepts.

Administration of test: Training for raters necessary

Age, grade, or level: K-1

Forms available:

Materials necessary:

Reliability: Reliability of perceptual inferences is assumed on the basis of communalities from factor analysis.

Validity:

Norms available:

Strengths and weaknesses:

Uses: Ten subscales: self-generally, self as instrument, self with peers, self with adults, self with teachers, self & the school curriculum, perceptions children, perceptions of adults, self with teachers, and perceptions of school

Self-concept is inferred on the basis of observation, interviews, & projective tests by trained judges. No psychometric data available.

Mentioned in:

Title: Personal Adjustment Inventory (1931-61)
(Formerly Test of Personality Adjustment)

Author: Rogers, Carl A.

From: Association Press, 291 Broadway, New York, N.Y. 10007

Cost: $2.50 per 25 tests; 75¢ per specimen set; postage extra.

Scoring:

Description:

Purports to: Assess personality of children. Yields 5 scores; personal inferiority, social maladjustment, family maladjustment, daydreaming, and total.

Administration of test: 40-50 minutes.

Age, grade, or level: Ages 9-13

Forms available: 2: Boy and Girl.

Materials necessary: Paper and pencil

Reliability:

Validity:

Norms available: 50 "problem" and 84 "normal" children.

Strengths and weaknesses:

Questions are clinically insightful, appropriate, open-ended and interesting to children. Well written manual, especially in terms of interpretation of results. Cumbersome scoring. Small sampling. Seems to serve clinical purposes best. Has not been revised nor empirically reexamined.

Uses:

Mentioned in:

Oxford, Lake C. A Study of Personal and Social Adjustment of Seventh Grade Boys and Girls as Influenced by Physical Size, Atheletic Ability, Acceptance by Peers, and Acceptance of Peers. Doctor's thesis. University of Maryland: College Park, Md., 1958 (DA 20:3634).

L'Abate, Luciano. "Personality Correlates of Manifest Anxiety in Children," Journal of Consulting Psychology August, 1960, 24:342-348. (PA 35: 1997).

Title: The Personality Inventory

Author: Bernreuter, Robert G.

From: Consulting Psychologists Press, Inc. 577 College Avenue, Palo Alto, California 94306

Cost: 50¢per specimen set; $3.25 per 25 tests; $1.25 per 50 profiles; 25¢ per manual; separate IBM answer sheets $2.20 per 50; $1.50 per 50 Hankes (scored by Testscor only)

Scoring: IBM & Testscor

Description:

Purports to: Measure personlaity via 6 scores: neutotic tendency, self-sufficiency, introversion-extroversion, dominance-submission, confidence, and sociability.

Administration of test: 25 minutes

Age, grade, or level: Grades 9-16 and adults

Forms available: One

Materials necessary:

Reliability:

Validity:

Norms available:

Strengths and weaknesses:

Easily faked.
Six scores are determined when two would suffice.
Manual not revised since 1935.
Cumbersome scoring system.

Uses:

Mentioned in:

Becker, Wesley C. (Review in (MMY, 1965) p. 345. "The consumer seeking a personality inventory would be well advised to look elsewhere."

MMY (1965) p. 344 references.

Title: Pictorial Self-Concept Scale

Author: Bolea, Angelo S., Felker, D.W. , & Barnes, M.

From: Angelo Bolea, Institute for Child Study, University of Maryland, College Park, Maryland 20740

Cost:

Scoring: Hand or computer. Based on weighted sum.

Description: A deck of cartoon cards with starred central figure. Child sorts into three piles concerning whether the starred figure is like him, sometimes like him, or not like him.

Purports to: Distinguish students with positive and negative self-concepts as judged by others. Measures self-concept with regard to Jersild's categories.

Administration of test: Training unnecessary. Group untimed.

Age, grade, or level: K-4

Forms available: Boy or girl

Materials necessary: Set of cartoon figures.

Reliability: Split-half was .85 corrected for length (S= 1813)

Validity: Correlates with Piers & Harris S-C Scale: 4th grade girls .53, .31 boy, & .42 for total. (N-30, 33,

Norms available:
Fourth grade girls & boys and total means by grade & sex available.

Strengths and weaknesses:

Used in other research.

Uses:

Mentioned in: Bolea, Angelo." Primary-Report on Evaluation of a 2 year Child and Youth Study Program." Mineographed material. Institute for Child Study. University of Maryland.

See Bolea et.al. The Development & Validation of a Pictorial Self-Concept Scale for Children K-4. March, 1970, 11 p. (ED 037 780; MF available from EDRS).

See: Piers-Harris S-C-S.

Title: Pictorial Study of Values: Pictorial Alport-Vernon

Author: Shooster, Charles

From: Psychometric Affiliates, Box 1625, Chicago, Ill. 60690 (1957).

Cost: $1.95 per 20 tests; $1.00 per 20 answer sheets; $1.00 per specimen set (must be purchased to obtain manuals); postage extra. (1959 prices).

Scoring:

Description:

Purports to: Measure value system of 7 scores: aesthetic, economic, political, religious, social, theoretical, and strength of liking things.

Administration of test: 20-30 minutes.

Age, grade, or level: Ages 14 and over.

Forms available: One

Materials necessary:

Reliability: None available.

Validity: (MMY, 1959, 8.176) "Seems to have a moderate amount of construct validity."

Norms available: 100 subjects. Not further identified.

Strengths and weaknesses:

Can be used with subjects with language difficulties.
May be easy to fake extreme scores.
May serve guidance purposes best.

Uses:

Mentioned in: MMY, 1957, 8.176

**Title:** Piers - Harris Children's Self-Concept Scale (The Way I Feel About Myself)

**Author:** Piers, E.V., and Harris, D.B.

**From:** Counselor Recordings and Tests, Box 6186 Acklen Station, Nashville, Tennessee 37212 (c.1969).

**Cost:**

**Scoring:**

**Description:** Yes-no answers as to whether statements are generally true of him.

**Purports to:** Measure self-concept with regard to behavior, intellectual & school status, physical appearance & attributes, anxiety, popularity, & happiness and satisfaction. A separate score is obtained for each.

**Administration of test:** No training necessary. Examiner-administered to groups for grades 3 - 6 and paced (15 - 20 min.) Older students - self-administered.

**Age, grade, or level:** Grades 3 - 12.

**Forms available:**

**Materials necessary:** Paper and pencil.

**Reliability:** Test - retest reliability of .72 was obtained for 56 third graders after 4 months. (Kuder - Richardson formula estimated internal consistency of .90 for 56 girls & .93 for 63 girls in grade 3.)

**Validity:** Demonstrated by correlation with test 3 of Lipsitt's Children's Self-Concept Scale and a .68 with Lipsitt (Grades 4-6). " A significant relationship exists between score on the Bolea PS-CS and the Piers-Harris S-C S." See Bolea below.

**Norms Available:** 3rd grade girls and 56 third grade students.

**Strengths and weaknesses:**

Separate scores for each of the 6 tested areas.

Yes-no to statements.

**Uses:**

**Mentioned in:** Lipsitt's Children's Self-Concept Scale. (Grades 4-6) See Felker, Donald, W., and Bahlke, Susan. Learning Deficit in the ability to Self-Reinforce as Related to Negative Self-Concept. March, 1970, 8 p. (ED 037783; MF available from EDRS.) This MF in 619

See Bolea, Angelo S. et. al. 'The Development and Validation of a Pictorial Self-Concept Scale for Children in K-4. March, 1970, 11 p. (ED 037780; MF available from EDRS).

Burchinal, Lee G., Hawkes, Glenn R., and Gardner, Bruce. "Adjustment Characteristics of Rural and Urban Children", American Sociological Review February, 1957, 22: 81-87. See p. 82.

Jenkins, Wesley W. "An Experimental Study of the Relationship of Legitimate and Illegitimate Birth Status to School and Personal and Social Adjustment of Negro Children," American Journal of Sociology September, 1958, 64: 169-173. See p. 169.

Sewell, William H., and Haller, A.O. "Factors in the Relationship Between Social Status and the Personality Adjustment of the Child," American Sociological Review August, 1959, 24: 511-520. See pp. 512-513.

**Title:** Preschool Self-Concept Picture Test

**Author:** Woolner, R.B.

**From:** RKA Publishing Co., 3551 Aurora Circle, Memphis, Tenn. 38111 (c. 1966)

**Cost:**

**Scoring:**

**Description:** Children are shown plates with paired pictures depicting common characteristics (such as clean - dirty) and are asked to identify which person they are & which they would like to be.

**Purports to:** Measure general self-concept & ideal self concept via a discrepancy score, i.e. dissatisfaction with self.

**Administration of test:** Individually administered. Untimed (15 min.) Some experience is necessary.

**Age, grade, or level:** Preschool children.

**Forms available:** 4 - Negro boys, Negro girls, Caucasian boy and Caucasian girl.

**Materials necessary:** Ten plates with poised pictures of characteristics children commonly attribute to themselves (clean-dirty).

**Reliability:** Test-retest over 3 testing periods for self & ideal self resulted in reliability of .94 & .80 respectively.

**Validity:** Content validity determined by asking the children to describe the pictures; the description agreed with the intended representations.

**Norms available:** Item response frequencies are available.

**Strengths and weaknesses:**

The variety of forms. Reliability, as reported, is high. Includes a different facet: ideal-self. Provides a discrepancy score.

**Uses:**

**Mentioned in:**

Title: Punishment Situation Index ---PSI

Author: Gaier, Eugene L.

From: Eugene L. Gaier, Faculty of Educational Studies, State University of New York, Foster Annex A, Buffalo, New York, 14214

Cost:

Scoring: Three scoring factors are obtained: Extrapunitiveness, Intropunitiveness, and Impunitiveness. Direction of agression developed by Rosenweig. Hand scored.

Description: Cartoon pictures are used to depict situations which are commonly followed by punishment. Subjects provide the dialogue usually found in the balloons. Both mother and child use the set of pictures.

Purports to: Measure or determine the punitive aspects of the mother-child relationship. Indirectly to assess self-concept of the child, and his perceptions of his mother. The self-concept of the mother and her perceptions of the child are also assessed.

Administration of test: Training necessary. Untimed. No mention is made pertaining to separate administrations of mother and child.

Age, grade, or level: Norms established on boys and girls aged 9 and 12 years.

Forms available: A separate set of pictures is available for boys and girls.

Materials necessary: Paper and pencil and the cartoon pictures.

Reliability: No psychometric data available.

Validity: No psychometric data available.

Norms available: Boys and girls aged 9 to 12 from homes with professional fathers.

Strengths and weaknesses: This is a projective test necessitating a trained examiner and/or interpreter.

for further explication of the instrument contact the author or refer to Child Development 27, No. 4 and 28, NO. 2.

Uses:

Mentioned in: Child Development, op. cit.
NEA, p. 147-148

**Title:** Responsive Self-Concept Test

**Author:** Fitz-Gibbon, A.

**From:** Ann Fitz-Gibbon, Far West Laboratory for Educational Research & Development, 1 Garden Circle, Hotel Claremont, Berkeley, California 94705

**Cost:**

**Scoring:**

**Description:** A picture of the child is utilized. The child must judge whether the examiner is talking about him, about someone he knows, or someone he does not know.

**Purports to:** Measure 9 psycho-social factors, including self as related to school.

**Administration of test:** Small groups. Paced. Experience necessary to administer.

**Age, grade, or level:** 1st and 2nd grade.

**Forms available:** Eight: male and female forms for whites, blacks, Orientals & Mexicans or Spanish-Americans.

**Materials necessary:**
A picture of the child.

**Reliability:**

**Validity:**

**Norms available:** A teacher's rating scale assessing the 9 factors is available.

**Strengths and weaknesses:**
Measures 9 aspects: self-awareness, emotional effect, relationship with family, relationship with peers, verbal participation, approach to learning, reaction to success/failure, self-satisfaction and level of aspiration.

Psychometric data not yet available.

**Uses:**

**Mentioned in:**

**Title:** Riley Preschool Developmental Screening Inventory

**Author:** Riley, C.M.D.

**From:** Western Psychological Services, 12031 Wilshire Blvd., Los Angeles, California 90025 (c.1969).

**Cost:**

**Scoring:**

**Description:** Basically a variation of the Draw-A-Man-Test, but scored for self-concept.

**Purports to:** Measure self-concept.

**Administration of test:** Individually or in small groups. Untimed. Training is necessary.

**Age, grade, or level:** Preschool children.

**Forms available:**

**Materials necessary:** Paper and pencil.

**Reliability:**

**Validity:**

**Norms available:** A test manual is available.

**Strengths and weaknesses:** No psychometric data available.

**Uses:** New Orleans Public Schools' study used the Draw-A-Man test; this is a variation of Draw-A-Man.

**Mentioned in:**

Title: Self-Concept and Motivational Inventory (What Face Would You Wear?)

Author: Farrah, G.A., Milchus, N.J., & Leitz, W.
From: Person-O-Metrics, 20504 Williamsburg Road
Dearborn Heights, Michigan 48127

Cost:

Scoring: Machine-scorable answer sheets are available.

Description: Preschool through third grade students answer questions by marking on faces with crayon (happy, sad, etc).

Purports to: Measure self-concept with regard to school in terms of role expectation, achievement needs, failure avoidance, and self-adequacy.

Administration of test: No training necessary. Examiner- administrated to groups. Paced (25-30 minutes)

Age, grade, or level: Preschool through adolescent ; preschool/kindergarten; 1 - 3; 3 - 6; and high school.

Forms available:

Materials necessary: Crayon

Reliability: Preschool, Early lementary, and Later Elementary forms calculated at .79, .77, and .83 respectively.

Validity:

Norms available: Grade-level quantile norms provided (N=300-500). Test manual also available.

Strengths and weaknesses:

No reading necessary.

Uses:

Mentioned in:

Title: Self-Concept as a Learner Scale - Elementary (SCAL-E)

Author: Fisher, J.K.

From: John K. Fisher, Department of Psychology, Edinboro State College, Edinboro, Pennsylvania 16412

Cost:

Scoring:

Description: Child is asked to determine whether statements are descriptive of him.

Purports to: Measure self-concept with regard to learning.

Administration of test: Examiner or self-administered to groups. Untimed.

Age, grade, or level: Third through sixth grades.

Forms available:

Materials necessary: Paper and pencil.

Reliability:

Validity:

Norms available: Psychometric data not available.

Strengths and weaknesses:

No psychometric data available.

Uses:

Mentioned in:

Title: Self-Concept Instrument - A Learner Scale

Author: Liddle, G.P.

From: Gordon Liddle, West Education Annex, University of Maryland, College Park, Maryland 20740

Cost:

Scoring:

Description: Children are asked to judge whether 36 statements are true or not true of them.

Purports to: Measure self-concept with regard to learning, discriminating between students nominated as having high & low self-concepts.

Administration of test: Examiner-or self-administered to a group. Untimed. No training needed.

Age, grade, or level: 3rd through 6th grade.

Forms available:

Materials necessary:

Reliability: Test-retest after 3 weeks yielded 79.5% of the items marked in the same fashion.

Validity:

Norms available: Nineteen students

Strengths and weaknesses:

Only nineteen students used on test-retest. No other psychometric data.

Uses:

Mentioned in:

Title: Self-Concept Interview

Author: Fitz-Gibbon, A., & Nimnicht, G.

From: Ann Fitz -Gibbon, Far West Laboratory for Educational Research & Development, 1 Garden Circle, Hotel Claremont, Berkeley, California 94705.

Cost:

Scoring: Based on summary facts of structured and unstructured parts.

Description: A partially-structured interview which seeks to assess the child's perception of his cognitive skills and his ego capacity for handling these skills. The child is shown a picture and encouraged to talk about the picture. Structure begins when conversation ends.

Purports to: Measure self-concept with regard to school and peers in school.

Administration of test: Individually administered. Untimed. Training is needed to give the test.

Age, grade, or level: 5 & 6 year olds (Kindergarten)

Forms available:

Materials necessary:

Reliability: Correlations between test results & teacher's judgement of child's ego resources & school success are .45 & .02.

Validity:

Norms available: Teacher's judgement and child's school success.

Strengths and weaknesses:

Low reliability. Other psychometric data not yet available.

Uses:

Mentioned in:

Title: Self-Concept Inventory

Author: Sears, Pauline

From: Pauline Sears 110 Golden Oak Drive Portola Valley, California 94026

Cost:

Scoring:

Description:

Purports to: Measure self-concept. Aspects include: physical ability, attractiveness, convergent mental ability, social relations with same sex, social virtues, divergent mental ability, work habits, happy qualities, and school subjects.

Administration of test: Group administered; 40 minutes.

Age, grade, or level: Fifth and sixth graders. Also "bright" third graders.

Forms available: 2: grades 5-6 and "bright" third graders.

Materials necessary: Paper and pencil.

Reliability: Kuder - Richardson reliability coefficients = .56 for happy qualities to .89 for convergent mental ability.

Validity:

Norms available: 32 third graders.

Strengths and weaknesses: N = 32.
This is a research instrument.

Uses:

Mentioned in:

Gelford, D. M. "The Influence of Self-Esteem on Rate of Verbal Conditioning and Social Matching Behavior," Journal of Abnormal and Social Psychology 1962, 64: 259-265.

Sears, P. S. "The Effect of Classroom Conditions on the Strength of Achievement Motive and Work Outputs of Elementary School Children," Mimeographed material. Palo Alto; Stanford University (U. S. Office of Educational Cooperative Research Project No. 873), 1963.

Sears, P. S. "Memorandum With Respect to Use of the Sears Self-Concept Inventory." Unpublished material (undated).

Title: Self-Concept Sub-Scale of the Evaluation Scale (SCES)

Author: Butler, A.L., Church, M., & Swayze, M.

From: Indiana University Bookstore, Bloomington, Indiana (c. 1965)

Cost: $1.25

Scoring:

Description: A narrative-type descriptive rating scale. Child is rated by judges. Self-awareness, feelings about self, progress toward self-sufficiency task involvement, openness to new experiences, & ability to relate to others are presented. Five point rating scale.

Purports to: Measure general self-concept in preschool and kindergarten children.

Administration of test: Some training necessary. Judges rate on a 5 point scale. Untimed.

Age, grade, or level: preschool and kindergarten

Forms available: This is a subscale of the Evaluation Scale.

Materials necessary:

Reliability:

Validity:

Norms available: Psychometric data not presently available.

Strengths and weaknesses:

Psychometric data not presently available.

Uses:

Mentioned in:

Title: Self-Esteem Inventory (SEI)

Author: Coopersmith, Stanley

From: Coopersmith, Stanley

Cost:

Scoring: Hand

Description: Subject answers each descriptive statement "Like Me" or "Unlike Me."

Purports to: Provide a general accessment of self-esteem. Form A also provides subscales: General Self, Social Self-peers, Home-parents, Lie Scale, and School-academic.

Administration of test: Group or individual.

Age, grade, or level: Age 9 to adult.

Forms available: 2. "A" contains 58 items and a total of 5 subscales; "B" contains 25 items and no subscales.

Materials necessary:

Reliability: Test-retest of .88 after 5 weeks with a sample of 30 children, and of .70 after 3 years with a sample of 56 children.

Validity: Total scores of A and B correlate .86. See Coopersmith below.

Norms available: Groups of 30 and 56 children.

Strengths and weaknesses:

Uses:

Mentioned in:

Coopersmith, Stanley. The Antecedents of Self-Esteem. Freeman: San Francisco, 1967. Contains validating information.

Seers, Robert F. "A Treatment of Worth," Contemporary Psychology, March, 1969, 14: 146-147.

Title: Self-Other Orientation Tasks

Author: Ziller, Robert C., Long, Barbara H., and Henderson, Edmund.

From: Dr. Robert C. Ziller, Department of Psychology, University of Oregon, Eugene, Oregon.

Cost: $1.00 per examination copy.

Scoring: Hand score. Objective.

Description: Available descriptions only applicable for preschool instrument. At this level gummed labels are used by subject to place himself within a circle representing social relationships. (See Children's Self-Social Concepts Test).

Purports to: Measure self-esteem, identification, social interest "majority identification", power, group identification and self-centrality.

Administration of test: Individually administered.

Age, grade, or level: Preschool to adult.

Forms available: 4- Preschool to fifth grade, grades six to twelve; college students; and adults. Preschool form is called CS-SCT.

Materials necessary: Paper and pencil.

Reliability: 6th to 12th grade form, (n=100): self-esteem=.80; majority identification=.78 to .95: social interest=.84

Validity: No other data available

Norms available: N=100 for 6th - 12th grades

Strengths and weaknesses: Research instrument

Uses:

Mentioned in: Johnson and Bommarito, op. cit. p.310.

**Title:** Soares and Soares Inventory Scale

**Author:** Soares, Anthony, and Soares, Louise M. Anthony Soares Associate Professor of Psychology, Department of Psychology, University

**From:** of Bridgeport, Bridgeport, Connecticut 06602

**Cost:**

**Scoring:**

**Description:** An inventory of 40 bipolar traits administered in five forms for five different dimensions of self-perception.

**Purports to:** Measure self-perception

**Administration of test:**

**Age, grade, or level:** Used with elementary and secondary students. Also, subjects used involve disadvantaged vs advantaged students.

**Forms available:**

**Materials necessary:** Paper and pencil.

**Reliability:**

**Validity:**

**Norms available:** Disadvantaged and advantaged students. Elementary and secondary students.

**Strengths and weaknesses:**

Research, testing, and discussion on this instrument, especially as referring to self concept of blacks or other disadvantaged students.

**Uses:**

**Mentioned in:**

See Long, Barbara H. "Critique of Soares and Soares "Self-Perceptions of Culturally Disadvantaged Children", American Educational Research Journal Vol. 6, No. 4, p. 710-11. November, 1969 Bibliography.

See also Long, Barbara H. "The Self-Concept of Negro and White School Beginners." ERIC - ED 033157 - M.F. Norms in this study used 72 Negro & 72 white high school students and 96 (biracial) children in 1st grade. Findings from Long et. al. are generally in conflict with those studies by Soares and Soares.

Soares, Anthony, and Soares, Louise. "Self-Perception of Culturally Disadvantaged Children.", American Educational Research Journal January, 1969. Vol. 6, No. 1, p. 31-45, (Bibliography)

Soares, -------- Differences in Self-Perceptions of Disadvantaged Students March, 1970, 8 p. (ED 037775; MF available from EDRS).

Hypotheses are 1) disadvantaged students have higher self-concept at both elementary and secondary levels. 2) disadvantaged and advantaged elementary students have significantly higher self-perceptions than disadvantaged and advantaged high school students.

Noonan, Pat. et. al. Attitudes of Parents of Selected Groups toward Education for Their Children. Self-Concept and Educational Variables Among Black, Jewish, and White Non-Jewish Students. March, 1970, 11 p. (ED 040 431; MF available from EDRS).
Soares and Soares Inventory used in this study.

Title: Survey of Interpersonal Values

Author: Gordon, Leonard V.

From: SRA, 259 East Erie Street, Chicago, Illinois 60611

Cost: Consumable Combination Test Booklet/Answer Sheet (pkg. of 25) $4.50; 1-19-$4.50; 20-199-$4.10. 200 or more - $3.85. Hand-Scoring Stencil $.85; Interpretive Manual $1.00; Specimen Set $2.00.

Scoring: Hand scoring

Description: Individual makes a forced choice of most and least like him from a series of 90 triads designed to reveal his value system.

Purports to: Measure the six values: support, conformity, recognition, independence, benevolence, and leadership.

Administration of test: Self- or group-administered. Untimed. (15 minutes).

Age, grade, or level: Grades 9 to adult.

Forms available:

Materials necessary: Paper and pencil.

Reliability: Test-retest range of .78 to .89.

Validity:

Norms available: Men and women at high school and college levels.

Strengths and weaknesses:
Measures values of Support, Conformity, Recognition, Independence, Benevolence, and Leadership.

Uses: Used in counseling, vocational guidance, and research.

Mentnioned in:

Title: Survey of Personal Values

Author: Gordon, Leonard V.

From: SRA. 250 East Erie Street, Chicago, Illinois 60611

Cost: Consumable Combination Test Booklet/Answer Sheet (pkg. of 25) $4.50; 1-19 pks, each $4.50; 20-199 pks, $4.10; 200 or more, each $3.85;
Scoring: scoring stencil $.85; Interpretive Manual $1.60; Specimen Set $2.00.

Description:

Purports to: Measure the value system of an individual, thus showing how an individual copes with problems and choices in everyday living. Values are: practical mindedness, achievement, variety, decisiveness, orderliness, and goal orientation.

Administration of test: Self-administered.

Age, grade, or level: High school or college.

Forms available:

Materials necessary: Paper and pencil.

Reliability:

Validity:

Norms available:

Strengths and weaknesses:

Measures value system with regard to: practical mindedness, achievement, variety, decisiveness, orderliness and goal orientation.

Would seem to be a guidance tool to be used with a counselor's aid.

Uses:

Can help an individual understand his life style. Can be useful in vocational and guidance counseling. May be used with Survey of Interpersonal Values.

Mentioned in:

Title: Tennessee Self-Concept Scale

Author: Fitts, William H.

From: William H. Fitts, Box 6184 Acklen Station, Nashville, Tennessee 37212

Cost:

Scoring:

Description: Student rates 90 items on a 1 - 5 rating scale from Completely False, Mostly False, Partly False and Partly True, Mostly True, and Completely True.

Purports to: Measure self-concept in terms of Physical, Moral-Ethical, Personal (personal worth), Family, and School Self.

Administration of test: Group paper and pencil.

Age, grade, or level: Sixth grade reading level.

Forms available: Counseling and clinical

Materials necessary: Paper and pencil.

Reliability:

Validity:

Norms available:

Strengths and weaknesses: Counseling form provides a Self-Criticism, Positive, Variability, Distribution and Time Score. A built-in check is provided by a correlation of ranges of the various scores.

Might serve counseling purposes best. Questions not numbered consecutively. Directions not clear.

Uses:

Mentioned in:

Cook, Keith E. Difference Between Self-Concepts of Disadvantaged and Non-Disadvantaged High School Student Within Certain Types of Rural and Urban Communities. Final Report. September, 1969, 294 p. (Ed 037 797; MF available from EDRS).

LeFevre, Andre, Used Tennesee Self-Concept Scale in study with black and white students. Dissertation on file at Loyola's Lewis Towers.

Title: Thomas Self-Concept Test

Author: Thomas, W. L.

From: Educational Service Company, P.O. Box 1382, Grand Rapids, Michigan, 49501; or CO/MES, Inc. 1439 So. Michigan, Chicago, Ill. 60605

Cost: Score keys 6 for $1.00. $24.00 for manual. Score sheets 10¢ each.

Scoring: Hand or machine.

Description: Child assumes the perspective of his mother, his teacher, his peers, & himself. A picture of the child is utilized. Provides 14 theoretical value scores and 5 self-concept scores.

Purports to: Measure self-concept in children using bipolar adjectives.

Administration of test: Individually. Untimed. (Approximately 15 minutes).

Age, grade, or level: Prekindergarten through fourth grade.

Forms available:

Materials necessary: A picture of the child is taken.

Reliability: Test-retest 9-14 days later ranged from .34 to .93 for the 19 scores. Median coefficient was .75. Internal consistencies from the pairs of the 5 S-C scales ranged from .60 to .77; average correlation was .73.

Validity:

Norms available: 34 Head Start Children used for test-retest.

Strengths and weaknesses:

Fourteen theoretical value scores provided: happiness, sharing, male acceptance, fear of things, fear of people, size, sociability, independence. Five self concept scores with self as subject, self as mother, as teacher, and peer, and a total.

No reading necessary.

Uses:

Mentioned in:

Title: Thorndike Dimensions of Temperament

Author: Thorndike, Robert A.

From: The Psychological Corporation, 304 East 45th Street, N.Y. 10017.

Cost: Pkg. of 25 $3.80; Ten or more $3.40; IBM 805 answer sheets $3.00 pkg. of 50 and $25.00 pkg. of 500. Manual and hand scoring keys - $2.00

Scoring: Manual & IBM 805 -$2.25. Specimen set - (hand scoring) $2.50. Hand scoring and IBM scoring

Description: The individual describes himself with respect to ten dimensions of temperament. There are twenty sets of 10 statements each. By forced-choice he scores the 3 most and 3 least like him statements. Items are matched for social desirability.

Purports to: Measure and describe ten dimensions of temperament: Sociable - Solitary; Ascendant - Withdrawing; Cheerful - Gloomy, Placid - Irritable; Accepting - Critical; Tough-minded (masculine) - Tender-minded (feminine); Reflective - Practical; Impulsive - Planful; Active - Lethargic; Responsible - Casual.

Administration of test: Individually or groups. Untimed (35-45 minutes)

Age, grade, or level: Juniors and adults.

Forms available:

Materials necessary: Paper and pencil

Reliability: Split-half coefficients corrected by Spearman-Brown formula yields range from .54 to .87. Additional information in manual.

Validity: Correlates with self-ratings one week later ranged from .43 to .73.

Norms available: 11th, 12th grades. Males (N=200) Females (N=200) Validity done on graduate students in Education.

Strengths and weaknesses:

Ten dimensions: Sociable - Solitary; Ascendant - Withdrawing; Cheerful - Gloomy; Placid - Irritable; Accepting - Critical; Tough-minded (masculine) -Tender-minded (feminine); Reflective - Practical; Impulsive - Planful; Active - Lethargic; Responsible - Casual.

Uses: Counseling: Provides picture of students perception of himself.

Mentioned in:

Title: Thurstone Temperament Schedule

Author: Thurstone, L.L., and Thurstone, Thelma Gwinn

From: SRA, 259 East Erie, Chicago, Illinois 60611

Cost: Combination Test Booklet/Answer Pad. (pkg. of 25) 1-19 pkgs. each 5.65; 20-199 pkgs, each 5.15; 200 or more, each $4.85.
Scoring: Interpretive Manual $.40; specimen set $1.10.
Hand scoring

Description:

Purports to: Measure seven personality traits: active, vigorous, impulsive, dominant, stable, sociable, and reflective.

Administration of test: Untimed. (15 - 20 minutes.) Self-administered to individuals or groups.

Age, grade, or level: High School, college and adult.

Forms available: 2: High school and adult.

Materials necessary: Paper and pencil.

Reliability:

Validity:

Norms available:

Strengths and weaknesses:
Measures personality traits; active, vigorous, impulsive, dominant, stable, sociable, and reflective.

Uses:

Mentioned in:

Title: What I Am Like

Author: Division of Psychological Services and Division of Program Development, Cincinnati, Ohio

From: Cincinnati Public Schools . (See above)

Cost:

Scoring:

Description: Consists of 3 subtests: What I Look Like, What I Am, and What I Am Like When I Am With My Friends. Each contains 10 items and measures physical attributes, self-image from a psychological view, and social characteristics. Each test uses a five-point bipolar scale. A random position of positive and negative poles is used.

Purports to: Measure self-concept in terms of the physical, psychological self, and social self.

Administration of test: Group administered and used for group comparisons.

Age, grade, or level: Used with fourth through ninth grade students.

Forms available:

Materials necessary: Paper and pencil.

Reliability: Not to be considered reliable for individuals. Other psychometric data not available.

Validity: Stated as having construct validity; predictive validity has not been established. Used with 847 pupils in grades 4 through 9 in the Cincinnati Public Schools.

Strengths and weaknesses: Experimentals used in a large metropolitan school system with norms based on 847 pupils. Based on Osgood's concept of the semantic differential. For comparing groups, not individuals.

Uses:

Mentioned in: NEA, p. 143.

Title: When Do I Smile?

Author: American Institutes for Research (AIR)

From: Dale W. Dysinger, AIR, 135 North Bellefield Avenue, Pittsburgh, Penn. 15213

Cost: Ten dollars per hundred, plus postage.

Scoring: Hand scoring.

Description: Answers questions by checking a picture-type graphic rating scale with faces in varying expressions. Majority of items are school related.

Purports to: Measure self-concept with regard to school, parents, and social activites.

Administration of test: Examiner-group administered. Paced for first group; self-administered & untimed for second.

Age, grade, or level: 1st through fifth: 1-3; and 3-5.

Forms available: 2: first-third grade and third-fifth grade.

Materials necessary: Paper and pencil.

Reliability: Test - retest reliability was .42 after 4 months with 100 cases. Spearman-Brown technique used for internal consistency yielded .82 for 200 cases.

Validity:

Norms available: Provided for grades 1-3 (N=150) and 4-5 (N=100).

Strengths and weaknesses: Measures self-concept with regard to school. Also has dimensions of parents & social activities.

Uses: Administered to second and fifth grades Project P.E.A.P. students in Chicago.

Mentioned in: Cyrier, Roseann and Carpenter, Dr. James L. "Experiences with a Measure of Self-Concept in the Chicago Schools." Paper presented at A.E.R.A. Annual Meeting, New Orleans, Louisiana, February, 1973.

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